

**TEACHING AND LEARNING VOCABULARY THROUGH WORD WALL AT THE
FIFTH GRADE OF SDN 3 GUNUNG RAYA RANAU SOUTH SUMATERA IN THE
ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment at the Requirements for Degree
of Bachelor of English Education

By

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ABSTRACT

TEACHING AND LEARNING VOCABULARY THROUGH WORD WALL AT THE FIFTH GRADE OF SDN 3 GUNUNG RAYA RANAU SOUTH SUMATERA IN THE ACADEMIC YEAR OF 2017/2018

Zaitun Badra

One of the parts in creating and understanding the language is vocabulary, people cannot express their opinion and ideas in English without knowing their vocabulary. This research was about teaching and learning vocabulary through word wall at the fifth grade of SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018. The objectives of this research were to know and describe the process of teaching vocabulary using Word Wall, the teachers' problems in the process of teaching vocabulary using Word Wall and also the students' problems in the of learning vocabulary using Word Wall.

In this research, the researcher used qualitative descriptive research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class 5 C as sample which consisted of 37 students. In collecting the data, the researcher used two kinds of instruments: they were: observation and interview. The researcher used three major phases of data analysis: they were data condensation, data display and conclusion drawing or verification.

The researcher conducted the research in two meetings. After analyzing the data, there were three points of the results. The first, in the process of teaching and learning vocabulary through Word Wall media at SD N 3 Gunung Raya Ranau South Sumatera did not run well. The second, the students got some problems, they were: the students' difficulties in pronouncing the words that they had to guess; difficulties in memorizing some words that they had learnt; and the teacher got difficulties in handling the students, the students were really noisy; difficulties in helping the students to remember the words that they forgot; and, difficulties in handling the students' activity, because some students were busy with their activity like chatting and it made the class noisy.

Keyword: Qualitative Descriptive Research, Teaching Vocabulary, Word Wall



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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“ And He taught Adam the names – all of them. Then He showed them to the angels and said, “inform Me of the name of these, if you are truthful.” (Q.S Al – Baqarah : 31)



¹ Yayasan Penyelenggara Penerjemah Al-Qur'an, *Mushaf Al-Qur'an Terjemah*, (Jakarta: Al Huda Kelompok Gema Madani, 2002), p.7

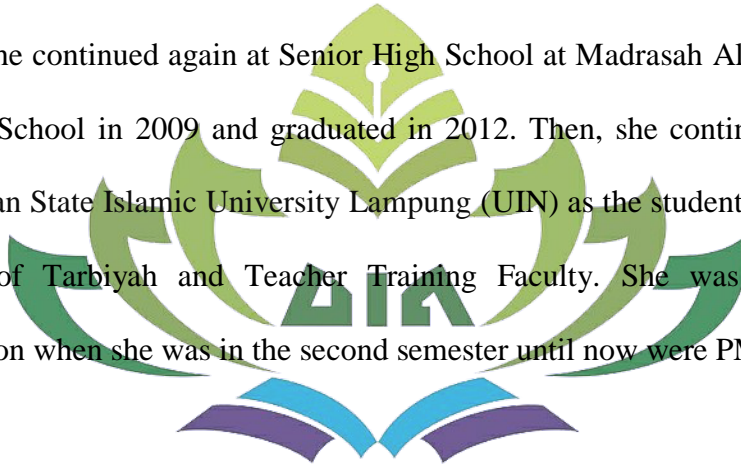
DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

1. My beloved parents, Mr. Haidar Basri, S.Pd and Mrs. Sarhanayati, S.Pd.SD who always loves me and prayed for my success. Thank you so much for all the motivation
2. My beloved old brother Hendri Badra, M.Pd and sister in law Devi Ariana, M.Pd and also my beloved nephew Tsamara Ufaira Saydes who always gives me spirit and motivation
3. My beloved friends, who always support me to finish this thesis
4. My Beloved Organization, Pergerakan Mahasiswa Islam Indonesia (PMII) Lampung, which has made me grow up and has contributed much for myself development
5. My beloved Almamater Raden Intan State Islamic University Lampung.

CURRICULUM VITAE

The name of the researcher is Zaitun Badra. She was born in Gunung Raya on January 24th, 1995. She is the youngest child out of two children of Mr. Haidar Basri, S.Pd and Mrs. Sarhanayati, S.Pd. SD. She began her study at elementary school of SDN 3 Gunung Raya Ranau and graduated in 2006. Then, she continued at Junior High School of Madrasah Tsanawiyah Al-Ittifaqiah Boarding School and graduated in 2009, she continued again at Senior High School at Madrasah Aliyah Al-Ittifaqiah Boarding School in 2009 and graduated in 2012. Then, she continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty. She was active in some organization when she was in the second semester until now were PMII.



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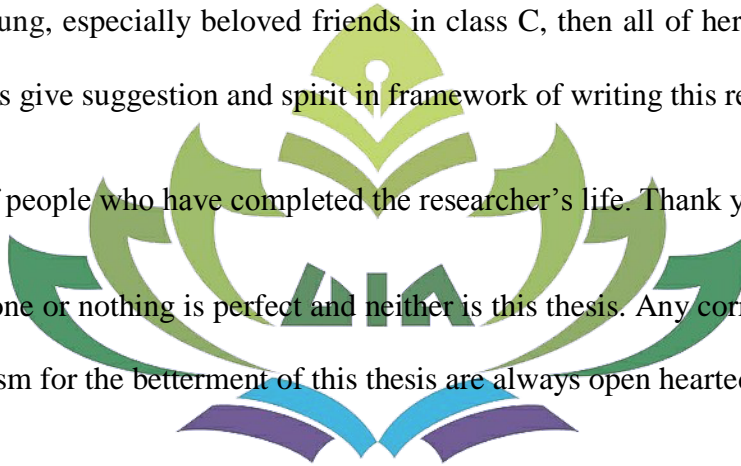
Praise be to Allah SWT., the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled “Teaching and Learning Vocabulary Through Word Wall at Fifth Grade of SDN 3 Gunung Raya Ranau South Sumatera in the Academic Year of 2017/2018” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, Islamic State University of Raden Intan Lampung.

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.



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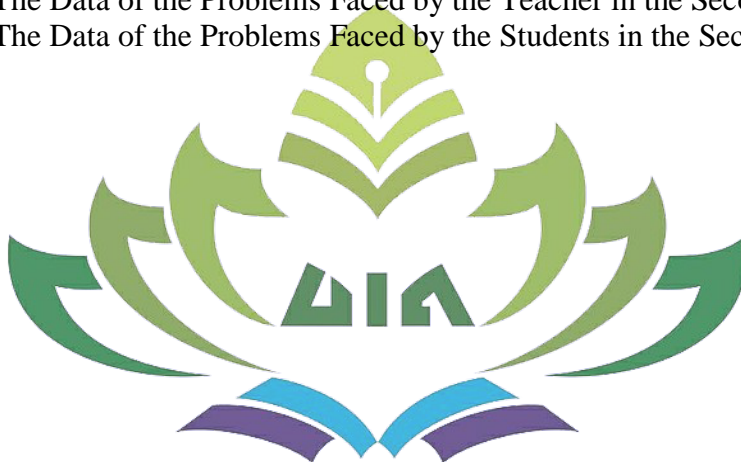
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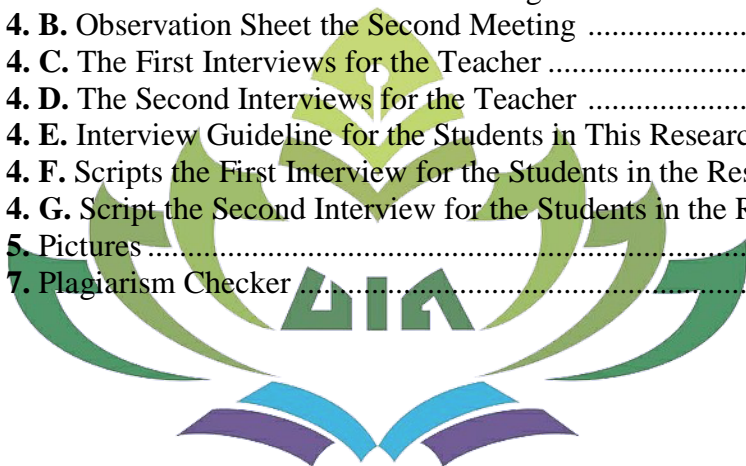
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language as a means of communication is very useful. Every human being around the world uses a language to communicate with each other. It means that a language plays a great role in human being's life. By using a language, a person can express his or her thoughts, feelings, ideas and desires. Setiyadi says that Language is a group of sounds with specific meaning and organized by grammatical rules.¹ So, Language is one of important instruments in this globalisation era, because language is one of unificatory media and also tool used to communicate each other. It means that language is very important in human life; language cannot be separated from human because they use it as the way of their communication.

Allah SWT, in holy Qur'an said about good communication in surah An Nisa/4:63:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا (٦٣)

¹ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*. (Yogyakarta: Graha Ilmu, 2006). p.10.

“Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word”.
(An Nisa/4:63)²

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and précising talking, clear interoperating, and able to inform the message well. Besides that, by domain it touched, it can be called as effective communication. When people interact with others in society at anytime and anywhere they must use a language. Without language, people will find some troubles when they do their activities and toward the others. Two kinds of language that we can use in communication are verbal and nonverbal. One of the languages that use to communicate is English.

Nowadays, English is very important to be learnt because many people all over the world use it for communication. In Indonesia, English is considered as the first foreign language to be taught as a compulsory subject. It is taught to the students of junior high school, senior high school and university. English is considered as the subject for local optional instruction in elementary school. If we talk about language, we have to master the elements of language itself, one of the elements is vocabulary.

² *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.

Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. Cameron says, vocabulary is fundamental to using the foreign language as discourse.³ Thornbury says, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁴ Vocabulary is one of the components of language which will make the language meaningful. Therefore without mastering vocabulary we could not communicated. It is supported by Cameron, vocabulary has been seen as a major resource for a language use.⁵

According to the theories above, it can be concluded that vocabulary is very important component in language learning. Without vocabulary we cannot communicate each other and also without vocabulary it is difficult to learn foreign language. Vocabulary is very important component in language learning because vocabulary is used to express our ideas such as in speaking, writing, and reading. We cannot speak fluently if we have no vocabulary, we cannot make a good writing if we are lack of vocabulary. Many students are still lack in their vocabulary. That is why the appropriate media in delivering lesson in the classroom should be considered. One of the media is word wall.

³Lynne Cameron. *Teaching Learning to Young Learners*. (London: Cambridge University Press, 2002). p. 46.

⁴Scott Thornbury, *How to Teach Vocabulary*. (London. Pearson education limited, 2002).p.13.

⁵Lynne Cameron, *Op. Cit* p.94.

According to Hellen in Setyowati, Word Wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning. A word wall consists of words that young children frequently see when reading and use when writing. Each week words are added to help children.⁶ From the theory above, it can be said that word wall can be used to teach young children in the classroom.

Based on the preliminary research on March 25, 2017 by interviewing the English teacher of excellent class (Mrs. Vellu) and some students as a sample at SDN 3 Gunung Raya Ranau South Sumatera, the researcher found out some of the problems teaching and learning vocabulary through word wall. Although the teacher had use word wall the students at fifth grade still get difficulty in mastering vocabulary. Many students have problems in mastering vocabulary such as understanding the meaning of the words.⁷

However based on the preliminary research that was conducted by doing interview the English teacher SDN 3 Gunung Raya Ranau South Sumatera (Mrs Vellu), she said that for many students, vocabulary is also difficult to be mastered. There were some factors that can make it difficult to be learned. It is caused by some factors like difficulties for remembering about English words,

⁶ Neni Tri Setyowati, *The Effectiveness of Word Wall Media in Teaching Vocabulary, On The Seventh Grade Students At Mts Negeri Bandung* (Unpublished: Bandung, 2015).p.9

⁷ Vellu, Teacher, *Interview*, Gunung Raya, On March 25, 2017.

students did not have enough time to practice English and an unfamiliar with the words.

Based on the data above, some of the students at the fifth grade SDN 3 Gunung Raya Ranau South Sumatera of is still not optimal yet, although the teacher had used Word Wall Media in teaching vocabulary. The researcher found only 40 students got good score over average scores 70 of KKM (Criteria of Minimum Mastery). She also found out the total number of students who got difficulty in vocabulary is 72 from 112 students although the teacher has used word wall media.

Therefore the topic in this research focus on that many students had problem in vocabulary mastery, especially the students in SDN 3 Gunung Raya Ranau South Sumatera. Moreover, the researcher was interested in conducting the research entitled “Teaching and Learning Vocabulary through Word Wall at the Second Semester of the Fifth Grade at SDN 3 Gunung Raya Ranau South Sumatera in the Academic Year of 2017/2018”.

B. Identification of Problem

Based on the background above the researcher identified the problems as follows :

1. The students' vocabulary is still low.
2. The students have difficulties in understanding the meaning of words.

C. Limitation of the Problem

The limitation of the problem is the process of teaching and learning vocabulary through word wall and the problem of teacher and students in teaching and learning vocabulary through word wall at the fifth grade of SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018.

D. Formulation of the problem

Based on the limitation above, researcher formulate the problems as follows :

1. How is the process of teaching vocabulary through word wall at the fifth grade of SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018?
2. What are teacher's problems in the process of teaching vocabulary through word wall at the fifth grade of SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018 ?
3. What are students' problems in the process of learning vocabulary through word wall at the fifth grade of SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018?

E. Objective of the research

Based on the formulation above, the objectives of research as follows:

1. To know and describe the process of teaching vocabulary by using word wall at the fifth grade of SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018.
2. To know and describe teacher's problems in the process of teaching vocabulary through word wall at the fifth grade of SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018.
3. To know and describe students problem in the process of learning vocabulary through word wall at the fifth grade of SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018.

F. Use of the Research

The use of the research as follows :

1. Theoretically :

The results of this research were expected to be a source of information for further research in vocabulary mastery:

2. Practically :

It is expected that this research could provide useful input in improving the quality of learning in the school and also give information to the English teacher about teaching vocabulary through word wall.

G. Scope of the Research

1. Subject of the research

The subjects of this research were the English teacher and the students of fifth grade at the SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018.

2. Object of the research

Objects of the research were teaching and learning vocabulary and word wall.

3. Place of the research

Place of the research was conducted at SDN 3 Gunung Raya Ranau South Sumatera.

4. Time of the research

The research was conducted at the second semester in the academic year of 2017/2018.



CHAPTER II

REVIEW OF LITERATURE

A. English as a Foreign Language

Teaching English as a foreign language means that English is taught by the people because English is not their mother tongue or their native language. In teaching English or other languages actually people have to teach the four skills, they are listening, speaking, reading and writing. In other word, in teaching English as a foreign language and teaching English as a second language is not different.

Setiyadi states that the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language.¹ In fact, teaching English in the countries where English is only a foreign language may differs to teach English in the countries where English is a second language and it also differs to teach English in the countries where English is a native language. People learn English depend on the conditions of the language is used in their daily communication.

Most of people in United Kingdom, English is the native language. Therefore, they speak English for daily communication. While in Malaysia,

¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 21.

English is their second language. Therefore, they not only speak their native language, but also English. Indonesian people only learn English in the class or their school. Therefore, there are only some people who speak English. In Indonesia, English is taught as the first foreign language. As a foreign language, English is not used for daily communication.

B. Teaching and Learning English as a Foreign Language

English as an International language that has large influence to human life. English has been acknowledged by most countries in the world as an International language. Consequently, English has to be used in International communication, for general as well as specific needs. Therefore people in countries where English used as a foreign language have to learn it. Geoffrey, et. al. States “English as a foreign language is taught in schools, often widely, but it does not play an essential role in national or social life.”² It means that the student who learns English as a foreign language should have limited time to use their English in daily activity.

According to Setiyadi, English is really foreign language for language learner in Indonesia, because in Indonesia it is learned only at school and

² Geoffrey Broughton and friends, *Teaching English as a Foreign Language*, (New York: University of London Institute of Education, second edition, 2003), p. 6.

people do not speak the language in the society.³ It is expected that the students should have the ability or knowledge of English which can be used for communication.

In Indonesia, English is taught as a foreign language. Therefore, English is not used for daily communication. In many sources, especially in internet source, explained that English as first foreign language initiative meant to promote the use of the English language as first foreign language in all the countries around the world. It means that the English is a language which use by all of the word as the first foreign language to communicate.

Considering this fact, and remembering in the importance of English, teaching as a foreign language should be put as one of the first priority. This way will be introduced not only something new about the language to student but also about its culture. Then, to achieve the goal of English teaching needs skilful, creative and innovative teachers teaching media and another facility which can support achieving the goal. In addition, the teaching should be also interesting, appropriate for student. Teaching is a distinct skill. The teachers should be very energetic- who make the students feel excited about learning. So a teacher will inspire and keep the students motivation strong. Learning English

³ Ag Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta:Graha Ilmu, 2006), p. 22.

using the Mastery can make the students learns much faster and will enjoy learning more.

Teacher need to consider how close they should be to the students they are working with. The most important part is that the teacher should be able to manage classroom effectively and handle any situations in the class.⁴ First of all they are usually exposed to language which they are more or less understand even if they cannot produce the same language spontaneously themselves. Secondly, they are motivated to learn the language in order to be able to communicate. Finally, they have the opportunities to use the language they are learning, thus giving hem chance to flex their linguistics muscle-and check their own progress and abilities.

One significant factor that influences most of the successes in teaching and learning are teachers. Teachers have to be able to guide the students into an understanding of the lesson. They have to find the way how to make the students enjoy the lesson. The students' willingness to study is fragile; they can lose their spirit and willingness to study easily if the teachers are dull or uninteresting.

Harmer states in his book, one of main tasks for teacher is to provoke interest and involvement in the subject even when the students are not initially interested in it. It is by their choice of topic, activity and linguistics content that they may be able to turn a class around. It is by

⁴ Jeremy Harmer, *How to Teach English*. Cambridge: Longman, 2007, p. 34.

class attitude by their participation, their conscientiousness, their humor and their seriousness that they may influence the students. It is by their own behaviour and enthusiasm that they may inspire.⁵

It is clear that teachers also have great effects in the process of learning. The better the teacher teaches the easier the students will understand. It is clear that the purpose of teaching learning English as a foreign language is to make the students master the language. To make that happen, the students must actively be involved in the teaching learning process and do a lot of practices. The teacher also should be managing the class in a good way. The teacher should be creative in teaching, so the students will not feel bored or lose eagerness to learn.

The objective in teaching learning English as a foreign language is to increase students' ability in four language skills, namely listening, speaking, reading, and writing. And the purpose of the foreign language is to develop the students' skills by understanding of listening, speaking, reading, and writing, while giving insight into the culture of which the language is part.

Brown states "Teaching is showing or helping someone to learn how to do something, providing with knowledge, and causing to know or understand".⁶ It means that teaching is a process that should be done by teacher based on the experience, knowledge and material preparation the aim of

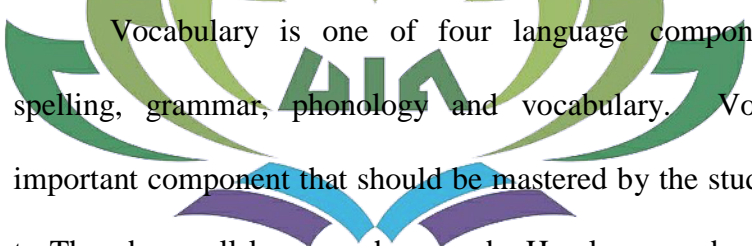
⁵ *Ibid*, p. 8.

⁶ H. Douglas Brown, *Principle of Language Learning and Teaching*, United States of America: Prentice Hall Regents, Third Edition, 1994), p.7.

teaching can be reached. By teaching English, students are expected to be able to apply their English language for communication. Everyone has known that English is the international language which is used in the world society. Everyone communicates with other people by using it, so by this language they can develop their knowledge and they can follow the new information in the world. From this point of view, it is clear that how important of English is as a mean of communication.

C. Vocabulary

1. Vocabulary



Vocabulary is one of four language components which are spelling, grammar, phonology and vocabulary. Vocabulary is an important component that should be mastered by the students. According to Thornbury, all language has words. He also says, by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.⁷ It means that vocabulary is fundamental part of languages, because a language is formed by words.

Thornbury said, If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very

⁷ Scott Thornbury, *How To Teach Vocabulary*. (London: Pearson Education Limited, 2002), p.1- 5.

little with grammar, but you can say almost anything with words!’”⁸ It can be said that if we want to improve our language ability we have to mastery vocabulary first because we can say anything with words. Therefore we can make a communication if we have good vocabulary mastery.

From the statement above it can be said that mastering vocabulary is important, Brown states, vocabulary is seen in its central role, conceptualized meaningful language.⁹ Based on the statement, it is important for the teacher to create some ways or techniques in teaching and vocabulary. So the students can receive and understand the material simply. Moreover, it is expected by mastering great number of vocabulary, it will be easier for students to learn a foreign language and use it for communication.

From the explanation about, it can be concluded that vocabulary should be mastered in language learning, especially in teaching and learning english, because vocabulary can presented or explained in all kind of activities. It can be said that vocabulary mastery is knowledge of a list or a set of words that make up a language which might be used by particular person, class, or profession.

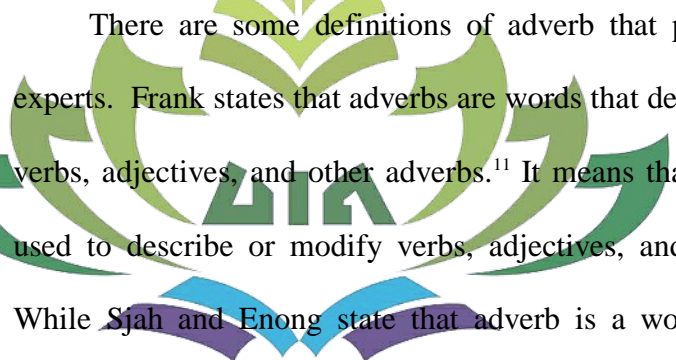
⁸*Ibid.* p.13.

⁹H Douglas Brown, *Op. Cit*, p.377.

2. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. Thornburry is one the experts that explained that there are at least four types of vocabulary.¹⁰ There are Adverb, Adjective, Noun, and Verb. Those can be described as follows:

a. Adverb



There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.¹¹ It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong state that adverb is a word that explains about how, where and when a thing happen.¹² It means that adverb related with the how the process, time and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can

¹⁰ Scott Thornbury, *Op. Cit*, p. 4.

¹¹ Marcella Frank, *Modern English A Practical Reference Guide*, (New Jersey: Prentice Hall, INC., Englewood Cliffs, 1972), p.141.

¹² Sjah And Enong, *Modern English Grammar*, (Jakarta: Cv Simplex, 2002), p.72.

explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

b. Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison.¹³ It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun.¹⁴ It means that adjective is a word that describe noun. For examples: beautiful, good, small and others.

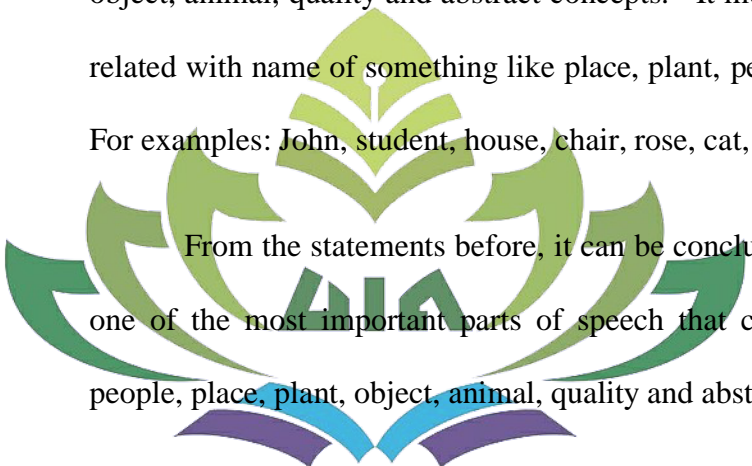
From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

¹³ Marcella Frank, *Op.Cit*, p.109.

¹⁴ Sjah And Enong, *Op.Cit*, p. 27.

c. Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.¹⁵ Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong states that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.¹⁶ It means that noun is related with name of something like place, plant, people and others. For examples: John, student, house, chair, rose, cat, honesty.



From the statements before, it can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

d. Verb

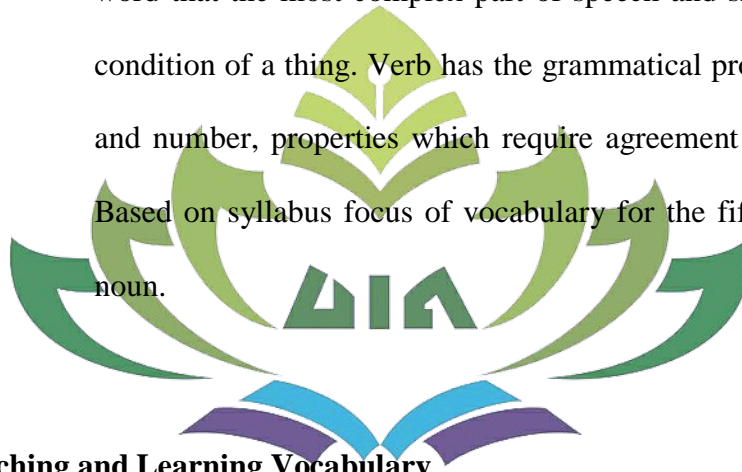
There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech. Arrangements with nouns determine the different kinds of sentences statements, questions, commands, and exclamations. Like the noun, the verb has the grammatical properties of person and number,

¹⁵ Marcella Frank. *Op.Cit*, p.6

¹⁶ Sjah And Enong. *Op.Cit*. p.15

properties which require agreement with the subject.¹⁷ While Sjah and Enong its varying states that verb is a word that is showed measure and condition of a thing.¹⁸ It means that verb can be used to show the measure and condition of thing. For examples: write, read, listen and others.

From the statement before, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject. Based on syllabus focus of vocabulary for the fifth grade is about noun.



D. Teaching and Learning Vocabulary

1. Teaching

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. Teaching is about the

¹⁷Marcella Frank. *Op.Cit*, p.47.

¹⁸ Sjah And Enong. *Op.Cit*. p.30.

‘transmission’ of knowledge from teacher to student.¹⁹ It means that teaching is not only about sharing teacher’s knowledge and material but also sharing about experience.

Then Brown states that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, method, and classroom technique.²⁰ In other words, Teaching is the way we guide our students, we give a facility and our way to make a good condition in learning process.

From the theories purposed by some experts above, it can be concluded that teaching is an activity that make our students have a new knowledge, experience and also make our students know about how to do something. In teaching, teacher have to guide their students, give a facility, and also make a good condition in learning process.

2. Learning

Learning is the process or business conducted by someone to obtain knowledge or skills of which have been studied. Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by

¹⁹ *Ibid*, p.56.

²⁰ H. Douglas Brown, *Op. Cit*, p.8.

study, experience, or instruction.²¹ It is a relatively permanent change in a behavioral tendency and the result of reinforced practice. It means that learning is about getting a knowledge from study, from experience, or instruction.

According to Lefancois, Learning can be defined as changes in behavior. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill, understanding a scientific law, and attitude. The change is not merely incidental or natural in the way the human appearance change as people get older.²² It can be said that learning will give many benefits that we can have, which give change something that is better than before such as to the students that make students improve their knowledge, skill, and also their attitude.

According to the theories above, it can be concluded that learning is the process of the students' understanding and mastering the lesson that the teacher gives to them. In addition, learning can also give a change to the students such as developing a new skill, understanding a scientific law, and attitude.

²¹ *Ibid*, p.7.

²² Guy Lefancois, *Psychology for Teaching*, (California: Wadsworth Publishing Company, 1972), P.8.

In addition, in Al-Qur'an explained about how to consider or choose an appropriate way for learners, it is described in Al-Nahl: 125 that

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ

هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿النحل : ١٢٥﴾

Meaning: Invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious; for thy Lord knoweth best, who have strayed from His Path, and who receive guidance. (QS. Al-Nahl:125)²³

Based on the verse above, it can be concluded that as a teacher is required to be able to consider various factors in the teaching process, especially in choosing what appropriate way is for the students and what the students needed is. Thus, the teaching process can run well.

Moreover, from another verse in Holy Qur'an said that in Al-baqarah verse 31 is very interesting to be discussed because in this verse there is a term "Transferring Knowledge". Here the detailed verses and explanation about Surah Al-baqarah verses 31.

²³Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publication, 2001), p.669

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning:

And He taught Adam the name of all the things; then He placed them before the angels and said, “Tells the name of these, if you are right.”

(QS. Al- Baqarah: 31)²⁴

In this verse above, informs that human beings are given the potential of God to know the name or function and the characteristic of things, such as the function of fire, the function of the wind, and so on. Besides, humans are also granted the potential for language. Thus, the first step systems of teaching language to humans are started by introducing the names of things around then another word will follow.

From those statements, it can be inferred that as facilitator the teacher not only consider the suitable way is for students but also should know what the students need. in this case have related about teaching vocabulary, to achieve teaching vocabulary well.

²⁴ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 24.

3. Teaching Learning Vocabulary

Gairns & Redman in Moras state that there are several aspects of lexis that need to be taken into account when teaching vocabulary such as:

- a. *Boundaries between conceptual meanings*: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e. g. cup, mug, and bowl).
- b. *Polysemy*: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).
- c. *Homonymy*: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e. g. a file: used to put papers in or a tool).
- d. *Homophony*: understanding words that have the same pronunciation but different spelling and meanings (e. g. flour, flower).
- e. *Synonymy*: distinguishing between the different shades of meaning that synonymous words have (e. g. extends, increase, and expand).

- f. *Affective meaning*: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical are another important factor.
- g. *Style, register, dialect*: being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- h. *Translation*: awareness of certain differences and similarities between the native and the foreign language (e. g. false cognates).
- i. *Chunks of language*: multi-word verbs, idioms, strong and weak collocations, lexical phrases.
- j. *Grammar of vocabulary*: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable, disability).
- k. *Pronunciation*: ability to recognize and reproduce items in speech.²⁵

From the statement above that, the teachers must find a good technique that can bring the learners to the lesson and interesting to learn vocabulary in

²⁵ Solange Moras, *Teaching Vocabulary to Advanced Students: A Lexical Approach*. Brazil. (Available: [Http://Www3.Telus.Net/Linguisticsissue/Teachingvocabulary.Html.Voc](http://Www3.Telus.Net/Linguisticsissue/Teachingvocabulary.Html.Voc). 1. 2017)

order that, they can gain much vocabulary on their mind and keep it long. Besides that they can master the seven aspects of vocabulary above.

It is relevant with McCarten's statement. He says that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.²⁶ For that, the teachers should select kind of technique and match it into the materials that they use in the classroom. So all of the aims of teaching English especially vocabulary can be reached based on curriculum.

According to Brown, teaching is guiding and facilitating the learners to learn, setting the condition for learning.²⁷ It means that the teacher is monitoring progress, where the teacher can assess progress identify gaps and errors, many pace to fill in activity. Also, Wallace states that in teaching vocabulary the teacher does not merely give the students a list of words to be memorized separately, but the words are put and practice in sentences.²⁸

Some people claim that vocabulary should be taught in its own way, not in conjunction with the language skills. They argue that such a way will provide learners with more time to focus on certain lexicons that needed to be activated. However it does not seem true for it is not enough for learners just to

²⁶ Jeanne Marccarten, *Teaching Vocabulary Lessons From The Corpus Lesson For The Classroom*. (New York: Cambridge University Press, 2007). p. 21

²⁷ H. Douglas Brown. *Op. Cit*, p.7

²⁸ Michael Wallace, *Teaching Vocabulary*, (New York: Henemen Education Book. 1998). p.39.

memorize a number of words. Only memorizing vocabulary words without using them in applying the language skills will lead learners to boredom. Besides, the words the learners encounter will only be stored into their short term memory.

On the other hand, many assume that vocabulary should not be taught in isolation, it should be taught in conjunction with the four language skills. They think if vocabulary is taught in isolation, it means that the students are asked to memorize a long list of lexical items and it is very boring. Yet this may not fully be true if it is not done exactly that way. Learning vocabulary in isolation has tendency to memorize the lexicon. It is absolutely essential to do especially when English is not more than a school subject. In order to make it, each learner should have a partner to practice his/ her vocabulary. The most appropriate activity to do is to take conversation because it can activate their vocabulary rather than if it is done in isolation.

4. Teachers' Problem in Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher should be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how it talks about language at various points during learning and teaching.²⁹ In other words,

²⁹Jeremy Harmer, *Loc.Cit.*

when teaching vocabulary the teacher have to mastery the vocabulary more than students, So if he/she wants to teach they are must know the point of language and vocabulary that will transferring in learning and teaching process. However, there are some problems by the teacher in teaching vocabulary which affects the outcomes of teaching learning vocabulary in the class. Some of those problems, as Thakur states, it can be described as follows:

a. *Over-crowded class*, teachers of English experience a lot of problems in handling such a big class. It is difficult to pay attention to individual students and it is very much desirable in English classroom.

b. *Lack of Competent Teachers*, lack of component teachers are the main source of trouble as far as the teaching of English in schools. They are either trained in old methods and have never cared to look for something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not affects this subject while under training.

- c. *Faulty methods of teaching*, in the teaching of English suffer from the faulty methods of teaching. In most of the schools, the translation method is the sole favorite with the teachers. The teachers pick up the reader, translate the paragraph, write the meanings of difficult words on the blackboard and assign some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so that when they pass out, they are as ignorant as they were when they first entered the English class.
- d. *Non-available of good textbooks*, the textbook of English used in school are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the text books.
- e. *Apathy to New Technique and procedure*, most of the teachers working in middle and high schools are both ignorant and apathetic to the new techniques and procedures of teaching English. The new generation of teachers is being given training in new methods but the teachers fail miserably when they are actually put on the job.

- f. *Inadequate provision of teaching Aids*, a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well.³⁰

From the explanation above, it can be concluded that teaching vocabulary is not just presenting new word but also the meaning of the word it self and the use of word in various context. Some problems may commonly coming by the teaching vocabulary are crowded classes, teacher have faulty techniques in teaching, lack of component of a teacher, the classic of method, non-availability of textbooks and apathy in new technique. All those problem should be solved by the teacher to make succesfull teaching and learning. In this research, researcher will analyse some points of the teacher's problems that related to the research, the points are over crowded class, faulty method of teaching, not available of good textbook, and apathy to new tehcnique or procedure.

³⁰Jyati Thakur, *Challeges And Prospects In Teaching English*, (India: Chitkara University, 2013), PP. 127-128.

5. Students' Problem in Learning Vocabulary

A student is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. As Thornbury says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”³¹ It means that vocabulary has a big contribution in supporting the succesful of language use. It is impossible to learn about language if students are lack of vocabulary. In learning vocabulary, students may have problems. They include:

- a. Pronunciation, research shows, the words that difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.

³¹Jeremy Harmer, *Op.Cit.*P. 153.

- c. Length and complexity, long words seem to be more difficult to learn than the short ones. Dealing with complex words also tends to be more difficult than the simple one.
- d. Grammar, also problematic is grammar associated with the word grammar of phrasal verb is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e. Meaning, when two words overlap in meaning, students are likely to confuse them. Words with multiple meaning can also be troublesome for students. Range, connotation, and idiomatically, words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too.³²

From the theories above, it can be concluded that in learning vocabulary, the students may have some problems and difficulties. Some of those problems are the students felt that the teacher explanation for meaning or definition, pronunciation, spelling and grammatical function is boring, students only think of vocabulary learning as knowing the primary meaning of new word. . In this research, researcher analysed some points of the students

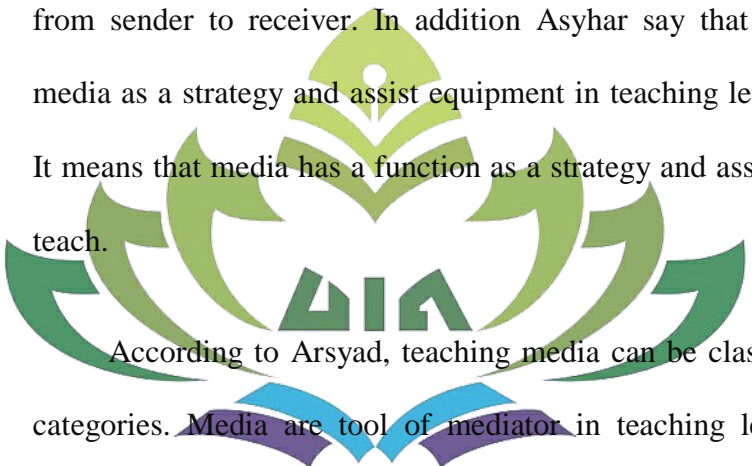
³²*Ibid*, Pp. 27-28.

problems according to the students elementary grade and their ability, the points are pronunciation, spelling, and meaning.

E. Media

1. Media in Teaching Learning Process

Media are mediator or conductor a message from sender to receiver.³³ It means that media as a tool to send message or information from sender to receiver. In addition Asyhar say that the function of media as a strategy and assist equipment in teaching learning process.³⁴ It means that media has a function as a strategy and assist equipment to teach.



According to Arsyad, teaching media can be classified into three categories. Media are tool of mediator in teaching learning process. Media has a function as a mediator to bring information from a sender (teacher) to receiver (students).³⁵ It means that there are some media to use in teaching and learning process to bring information from sender to receiver. In addition, Daryanto notes that there are some functions of media:

³³ Azhar Arsyad, *Media Pengajaran*, (Jakarta: PT. Raja Grafindo Persada: 2000), P.3

³⁴ H. Rayandra Asyhar, *Kreatif Mengembangkan Media Pembelajaran*, (Jakarta: Referensi Jakarta, 2012), P. 27

³⁵ Azhar Arsyad, *Op.Cit.* P.170

1. To make the message clear.
2. To handle the limitation of room, time, energy, and the five of senses.
3. To gain the motivation of learning, interacting directly between the students and the learning sources.
4. To make the students be appropriate with skills and the ability of visual, auditory, and kinesthetic.
5. To give the same stimulation, experience and perception.
6. To deliver the message of the lesson to the students.³⁶

It means that media has some important function to make the message clear, give motivation in process teaching and learning, and deliver the message of the lesson to the students.

According to theories above, the researcher can conclude that media is a tool or mediator that has function to make the message clear, give motivation in teaching and learning process to bring or send message or information a from sender (teacher) to receiver (students).

2. Word Wall

According to Cunningham and Allington in Allen, Word wall is a displayed collection of words that support ongoing teaching and

³⁶Daryanto, *Media Pembelajaran*, (Bandung: PT. Sarana Tutorial Nurani Sejahtera, 2011), P. 5

learning in the classroom.³⁷ It is a tool designed to promote group learning. Regarding to the definition above, word wall is not just display, but word wall is a tool to use in teaching learning vocabulary process.

According to Hellen, word wall is systematically organized collection of words displayed in large letters on a wall or other large display places in the classroom.³⁸ It can be considered to give practice in all skills such as: reading, writing, and speaking. Word Wall is concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief.

This media can be designed to improve learning and group activities that can involve students in the making process and usage activity. By using word wall media, is expected that students could increase understanding of the English language vocabulary without depend on the use of a dictionary or even the meaning of the word given by the teacher.

³⁷ Janet Allen, *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*, (Portland, maine, Stenhouse Publisher:2007), p. 119.

³⁸ Neni Tri Setyowati: *The Effectiveness Of Word Wall In Teaching Vocabulary On The Seventh Grade Students At Mts Negeri Bandung*. (Bandung: Unpublished, 2015), p.18.

3. Procedure of Word Wall

The procedures of teaching vocabulary through word wall are:

- a. Use the favorite words that most appropriate on particular theme, so they are easy to remember
- b. Create these words in a variety of forms that will be more interesting for students.
- c. Make it useful by often using these words in a variety of activities such as, listening, speaking, reading or writing.
- d. Make it easy to see, to write a script which is large and placed on a wall in the classroom.³⁹

4. Procedure of Teaching Learning Vocabulary through Word Wall

a. Planning

- Understanding the curriculum of the school that is used for the school in the second semester 2017/2018.
- Make lesson planning based on the curriculum, and arrange material of lesson planning and it should based on the teaching of vocabulary.
- Make pre material or pre test.
- Make the observation paper for observe the condition of learning process.

³⁹ Neni, *Ibid*, p. 20.

- Arrange the post test to know the increased of the result study after they studied through material.

b. Action

In this activity it has scenario learning process it should based on the teaching vocabulary by using word wall media as like that:

- The first meeting, the teacher explain about the media, how to work or used it. The teacher gives material or text and asks the students to list vocabulary noun and verb according text.
- The teacher give paper for each students and ask then write noun and verb they have get from the text.
- The teacher asks them to looking for the meaning word of dictionary.
- After they get the meaning word, they stick paper on the word wall media, and after all the paper stuck they write all the work on the word wall media.

c. Observation

According to Adnan, Observation is collecting data activity related with the learning English process which has solving problem and learning strategy which is improving.⁴⁰ So in this stage the researcher will prepare collection data, instrument data collector would be used, data source would be explained, and collection data and data collection technique would be used.

d. Reflection

The result of data that have been done then continued to the analysis until can be reflection after action research. The reflection had been discussed as well as a guidance lecturer while teacher and should make research planning for the next cycle.⁴¹

5. Advantages and Disadvantages of Word Wall

Every media had the advantages and disadvantages, word wall is no exception. There are some advantages of using word wall media in teaching vocabulary, word walls provided students with easy access to words they need to know during activities. Other advantages a word wall serves a variety of purposes, included the following:

1. Provides a visual for students that help them to remember words.

⁴⁰ Latief, Adnan, *Penelitian Tindakan Kelas Pembelajaran Bahasa Inggris*, (Karya Tulis Ilmiah, Malang: Fakultas Sastra Universitas Negeri Malang, 2009), P.27.

⁴¹ *Ibid.*,

2. Serves as an important tool for helping students learn to read.
3. Foster student independence.
4. Promotes reading and writing.⁴²

Based on the explanation above, the researcher concludes that Word Wall provides an opportunity for students to deliver memorizing vocabulary. Provides oral language development for students and the students can deliver their opinion in front of the class. The students get opportunity to get up out of their chairs and talk with another partner. So, the students are actively engaged in the activity and can build their vocabulary when they read and write many words. Word Wall also is a motivating way for students. Word Wall makes teaching learning process became more interesting and makes the students practice in memorizing vocabulary and acquiring a good pronunciation.

From the explanation above, it can be known that word wall will make the students enjoy and easy to learn word. However, there are about some disadvantages of using word wall technique as follows:

1. Require time to develop.
2. Require equipment to reproduce.
3. There were sometimes viewed as busy work.⁴³

⁴² Trisha Callella, *Making Your Word Wall More Interactive*, (Creative Teaching Press, 2001), p. 3

⁴³ *Ibid.*,

It can be concluded that using word wall in teaching and learning vocabulary the crowded class will happen and need more long time because teacher have to repeat with other learners, also only creative students can play this media. Its mean that teacher have to prepare well the material of word wall and take care about it when applying word wall in teaching and learning process. Moreover, the teacher must to be motivate the students to keep attention so, the students and the teacher can enjoy in process teaching and learning English.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher employs qualitative research. Bodgan and Taylor in Setiyadi state that qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed.¹ By this qualitative research, the researcher focuses on the teaching-learning vocabulary through word wall at the second semester of the fifth grade at SDN 3 Gunung Raya Ranau South Sumatera. In this research, the researcher does not focus on the achievement of students in grade but focused how the implementation took effect. In short, it is used to know how the teaching learning process of word wall in teaching vocabulary.

Sugiyono adds that qualitative research has the natural setting as the direct source of data and researcher is the key instrument.² The type of qualitative research that has been used in this research is focused description. Setiyadi states that focused description is a research where the researcher collected the data based on the data category that has been prepared collecting the data.³ With the focused on description research, the researcher sorted the data needed based on the category. During the research, researcher is being

¹ Ag. Bambang Setiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 219.

² Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2005), p. 9.

³ *Ibid*, p. 232.

functioned as an observer. Researcher observed the teaching learning process carried out by the regular class teacher.

B. Research Subject

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.⁴ According to Marguerite *et.al*, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.⁵ It means in this research, researcher chosen the subject according to the need and purpose of the research.

In this research, the subject was the fifth grade of the second semester of SDN 3 Gunung Raya Ranau in the academic year of 2017/2018. There were two classes which consist of 112 students. In this research, researcher used the data from 5C class at the second semester. The researcher took one class as the sample of this research and the data obtained from the students of class 5C consisted of 37 students as the sample, it was based on the data of students'

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), p.127

⁵Marguerite, *et.al*, *Methods in Educational Research: from Theory to Practice*, (San Francisco: Jasey-Bass, 2006), p.162

achievement that had the lowest score for all classes. Here is the score of vocabulary mastery from each class at the second semester of the fifth grade of SDN 3 Gunung Raya Ranau:

Table 1
The Population and the Score of Students at Fifth Grade Student of SDN 3 Gunung Raya Ranau in the Academic Year 2017/2018

No	Score	The number of students			
		5A	5B	5C	Percentage
1	≥ 70	16	15	10	36.6%
2	< 70	20	24	27	63.4%
Total		36	39	37	100%

Source: The document of the school

From the table before, it can be seen that student at fifth grade have a various achievement. The class that has low achievement is 5C and the class that has high achievement is 5A. The researcher used class 5C as a sample of this research because class 5C had the lowest achievement so that it has possible for students to find difficulties in mastering vocabulary. It is appropriate with purposive sampling technique that has been explained. So the Sample Represent the population, because the students in this class have low achievement compared to the other class. The researcher used class 5C as the subject in this research, it consist of 37 students.

C. Data Collecting Technique

In this research, there were some steps conducted with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the researcher conducted the observation, and interview to get of the data for this research. The steps are as follows:

1. Observation

Observation is a process of data collecting in which the research observed the research situation.⁶ Observation was proper used in the research which is related to teaching learning process, student activity, and problem which may arise. The researcher did not involve directly in the classroom activity. In this research, the researcher observed about teaching-learning vocabulary through word wall to get the data about process teaching vocabulary through word wall, teacher problem in teaching-learning vocabulary through word wall at the second semester of the fifth grade at SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018.

It means that in this step of research, the researcher got the data by analyzed the object in teaching process and activities in classroom as passive participant without involving in teaching process. In teaching learning vocabulary through word wall media in this research consists

⁶Ag. Bambang Setiyadi, *Op.Cit*, p.239.

some activities according to Neni (see. Chapter 2, p.36). Notes made during the teaching learning process systematically. In case the researcher takes note by writing in the field note.

2. Interview

a. Teacher's Interview

Interview was a conversation between two people (the interviewer and interviewee) where questions are asked by the interview to obtain information from the interview.⁷ By this way the researcher (the interviewer) got the information from the interviewee about what will still studied. In addition, this interview aims to make sure about the result of the observation and to get more data related to this research. The researcher was interview the English teacher to obtain the data about their opinion of the problem and process teaching-learning vocabulary through word wall at the second semester of the fifth grade at SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018. The interview in this research according to Thakur's in teacher problem in teaching vocabulary (see. Chapter 2, p.30).

The researcher used semi-structured interview because the interviewer prepares the list of questions to the interviewee,

⁷Sugiyono, *Op.Cit*,p 194.

although the interviewer had prepare the list, it did not limit the researcher to ask questions only based on the list. The researcher still can asked more widely to get deep information and understanding.

b. Students' Interview

After interview the teacher, the researcher was interviewing the students' problem in teaching vocabulary through word wall. By this way the researcher (the interviewer) got the information from the interviewee about what will still studied. In addition, this interview aim to make sure about the result of the observation and to get more data related to this research. The researcher is interview students to obtain the data about their opinion of the problem and process teaching-learning vocabulary through word wall at the second semester of the fifth grade at SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018

The researcher used semi-structured interview because the interviewer prepares the list of questions to the interviewee, although the interviewer had prepare the list based on Harmer in students' problem in learning vocabulary (see. Chapter 2, p. 31), it did not limit the researcher to ask questions only based on the list.

The researcher still could ask more widely to get deep information and understanding.

D. Research Instrument

In collecting data used triangulation. According to Setiyadi, triangulation is the combination of two methods or more in collecting data about the attitude of the subject of the research, because the attitude of human being is quite complex, the used of single method in collecting the qualitative data is often considered not enough.⁸ It consists of observation and interview. The descriptions of those instruments are as follows:

1. Observation

The researcher observed the process of teaching and learning vocabulary using word wall. The aspects of teaching learning process are describe as follows:

Table 2
Specification of Observation

Components of Observation	No. item	Total item
To know the teacher's use word wall in teaching learning process	1,2,3,4,	4
To know the teacher's problems in teaching in classroom	5,6,7,8,9,10	6
To know students problems which may arise in learning process?	11,12,13,14,15	5

⁸ Ag Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 246

2. Interview

a. Interview for Teacher

This interview was aimed to make sure about the result of the observation and to get more data relate to this research. This game involved collecting data from the teacher interviewer. The aim is to found out problems faced by the teacher in teaching vocabulary by using word wall.

Table 3
Specification of Techer's Interview

Components of Interview	No. Item	Total Item
The researcher ask teacher about the teacher's problem in teaching vocabulary	1,2,3,4,5,6	6
The researcher ask teacher about vocabulary of students	7	1
The researcher ask teacher about the students' participation while teaching learning process	8	1
The researcher ask teacher about word wall	9,10,11,12,13	5

b. Interview for Students

The researcher gave questions to the students in order to know the further opinions and to know the aspects that influence the students learning process and to confirm the answers given by their teacher. In learning process of course there are many problems faced by students in learning vocabulary. Interview the students is appropriate with the students difficulties in learning vocabulary especially by word wall.

Table 4
Interview Guideline for Students

Components of Interview	No. item	Total item
To know students' frame about English	1	1
To know Students' problem in learning vocabulary	2,3,4,5,6	5
To know students' opinion about word wall	7,8,9	3

E. Research Procedure

The procedure of the research used as follows:

1. The researcher found the population and the sample. The researcher chose the school and the sample of the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process.
3. After teaching and learning process finished by the teacher, the researcher interviewed the students.
4. The researcher interviewed the teacher to know her opinion referring to the material and the activity.
5. Analyzing the data and making the report.

F. Trustworthiness of the Data

According to Setiyadi, Basic principle of reliability is consistency, qualitative research is also always tried to keep the data collected remains consistent. As validity is a researcher always tries to keep the data must be

authentic, life overview of research subjects in an honest and balance.⁹ The method commonly used to improve the reliability and validity in qualitative research used triangulation, triangulation as a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data and or make more accurate conclusion. According to Setiyadi, there were several kinds of triangulation as follows:

1. Time triangulation

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place triangulation

For more accurate data collection in order to be able to use different places for similar data.

3. Theory triangulation

Researcher will collect data based on different theories.

4. Method triangulation

Researcher uses different methods for collecting similar data

⁹Ag. Bambang Setiyadi, *Op.Cit*, pp.30 – 31.

5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.¹⁰

Based on the statement above, the researcher used time triangulation especially longitudinal triangulation and method triangulation. Longitudinal triangulation because the researcher collected the data from the same group at different times. Method triangulation, because the researcher used different methods for collecting similar data. The uses of triangulation are to enrich the data and make more accurate conclusion. So in qualitative research the triangulation is important because if the researcher wants to get the conclusion, the researcher should have strong data.

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.¹¹ These are clear explanation about data analysis process of this research:

¹⁰*Ibid*, pp.31-32.

¹¹Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publications, 2013), p.12.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data condensation the mass of data has to be organized and meaningfully reduced or reconfigured.¹² In this case, the researcher selects the data derived from observation on teaching and learning process interviewed the teacher and distributed questionnaire to the students.

2. Data Display

Data display was second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.¹³ Some activities in analyzing the data done by the researcher in data display as follows:

¹² *Ibid*, p.10.

¹³ *Ibid*, p.11.

a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process by noting in the observation sheet to know how is the process of teaching and learning vocabulary through word wall. By observing the class the researcher knows how the process of teaching and learning vocabulary through word wall is.

b. Interviewing the teacher

In this step, the researcher interviewed the teacher to get information about what were the teachers' problems in teaching vocabulary through word wall by asking some questions. By interviewing the teacher, the researcher will know what the teachers' problems are in teaching vocabulary through word wall.

c. Interviewing the students

In this step, the researcher interviewed the students this step will be conducted to know what are the students' problems in learning vocabulary through word wall. By interviewing the students, the researcher will know what the students' problems are in learning vocabulary through word wall.

3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.¹⁴ In this step, the researcher draws the conclusion and verifies the answer of research question done in displaying the data by comparing the observation data and interview data. Thus, the researcher got the conclusion about teaching and learning vocabulary through word wall at the second semester of the fifth grade of SDN 3 Gunung Raya Ranau.

¹⁴ *Ibid*, p.11.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research procedure was conducted to know the process of using Word Wall Media in teaching vocabulary and the problem faced by the teacher at SDN 3 Gunung Raya Ranau South Sumatera. In investigating the process of use Word Wall Media in teaching vocabulary, the researcher used two instruments in collecting the data, they were: observation and interview. Observation was employed to observe the process of using Word Wall Media in teaching vocabulary in the class. Then, the interview used to know the teachers' problems and students' problems in implementing Word Wall media in teaching and learning vocabulary and confirmed the data gained from observation.

Besides, this research was conducted at SDN 3 Gunung Raya Ranau South Sumatera at the first semester of the tenth grade which started from April, 18th 2018 up to April, 27th 2018.

1. On April 18th 2018, the researcher met the headmaster and got permission to do research at SDN 3 Gunung Raya Ranau South Sumatera.
2. On April 18th 2018, the researcher met the teacher to get permission to observe the process of teaching vocabulary using Word Wall media in class.
3. On April 20th 2018, the researcher conducted the first meeting to observe.

4. On April 23rd 2018, the researcher conducted the second meeting to observe.
5. On April 27th 2018, the researcher asked the data such as history of school, teacher's profile and so on.

B. Data Analysis

This research was conducted to know the process of using Word Wall media in teaching vocabulary and the problem faced by the teacher at SDN 3 Gunung Raya. After collecting and analyzing the data that contain of observation and interview. This research had been analyzed by using data condensation, data display, and conclusion drawing or verification. In the following paragraph were explaining about the data which was collected by the researcher.

1. Data Condensation

Data reduction is first step in the model of qualitative data to analysis the data. It refers to the process of selecting, focusing, implying, abstracting and transforming the data that appear in written-up field notes until final report is completed.¹ In this research, the researcher only used two instruments to collect the data. They were observation and interview because the aim of this research is to make sure about the result of the observation and

¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publication, 2013), pp. 10-12.

to get more data related to this research. In this case, observation became the main instrument and interview became the supporting instrument. Furthermore, the researcher used method triangulation and time triangulation to make data more valid. Here were the detailed description of triangulation method and time as follow:

a. Triangulation of Time

1) Data of Observation

The researcher employed an observation (see appendix 4A and 4B). To collect the data, the researcher used observation which became the main instrument. The observation was conducted to know the process of teaching vocabulary using Word Wall media. This research was conducted in two meetings. The activities had different ways but the same material. As for one meeting and second meeting, the teacher taught about “*Animals and Around us*”. The researcher observed the teaching process in classroom. In the process of observation, the researcher prepared the field note, observation checklist and hand phone to record and take pictures of teaching process. The data of observation had been identified in the following discussion.

a) First Meeting

In the first meeting, the researcher conducted observation on 20th April 2018 at SDN 3 Gunung Raya Ranau South Sumatera, at 08.00 until 9.30 o'clock. Before the process of teaching vocabulary was begun, the

teacher had prepared material and started the class by greeting and checking students' attendance list. Firstly, the teacher reviewed previous lesson and built students' knowledge about the lesson. After the teacher reviewed the last lesson, the teacher delivered the material and asked something about Noun, especially about "*Animals and Around us*" and gave some examples. Then, the teacher introduced Word Wall media by discussing material that related to "*Animals and Around us*".

Then teacher asked one student to come out in the front of the class to choose words and pictures and stick the word on the Word Wall media. Then, the teacher asked them to look for the meaning of word in dictionary. After they got the meaning word, they stuck paper on the word wall media, and after all the paper has been stuck, they wrote all the work on the word wall media. After that the teacher read the word loudly and asked the students to repeat what she read. The students looked interested in teaching and learning process. The teacher asked the students to repeat the words together. Then, the teacher gave chance to the students to ask if they had difficulties and she asked the student to memorize the words. The teacher evaluated the students' respond in teaching and learning by asking the students randomly the meaning of the words. The teacher continued this activity until some students can master the words. Finally,

the teacher gave motivation to the students to learn because for the next meeting they would learn it again and ended the lesson.

b) Second Meeting

In the second meeting, on April, 23rd, 2018 in SDN 3 Gunung Raya Ranau South Sumatera, at 10.00 until 11.30 o'clock. Before the process of teaching vocabulary was begun, the teacher prepared material and started the class by greeting and checking students' attendance list. In this meeting, teaching activities were almost the same as the first meeting, but in this meeting the teacher tried to change the activities in order to create a variation in teaching process. The material was still "*Animals and Around us*". Firstly, the teacher started by reviewing the students' comprehension of the last material. After that, the teacher did brainstorming to students and asked something about their favorite Animals and Around us by using some pictures as the example. Then, the teacher introduced Word Wall media by discussing material that related to "*Animals and Around us*". The teacher stuck the paper words consisted of nouns on the wall. Then teacher asked a student to come in front of the class to read words on the walls and made other students to repeat together. After that, the teacher asked the students to memorize the words. The teacher continued this manner until some students can master the

words. Finally, the teacher made conclusion and gave feedback for students. Then, closed the lesson.

From the data of observation above, it can be concluded that the data of first observation and the second observation were different. In the first meeting teacher did not ask one student to come out in the front of the class. As the result, the students felt hard to memorize the words because some of them have lack of vocabulary knowledge and also the teacher did not clarify about the time allocation to memorize words. Therefore, the class cannot be handled. In the second meeting the teacher asked one student to come out in the front of the class that consisted of the material about how to master the vocabulary and also the teacher clarified the time allocation. In this section, by asked one student to come out in the front of the class that consisted of the material about how to mastery the vocabulary, the result showed that the students were more easily to master the vocabulary and did not confused any more but in this second meeting the class was noisy and made the teacher difficult to monitor the students. Based on different steps in the first meeting and the second meeting it showed that there were inconsistent data. That is why the researcher wanted to omit or reduce the data.

2) Interview Data for Teacher

In this stage, the researcher also conducted the interview to support the data of observation. The interview was conducted to know the problems that faced by the teacher. In teaching vocabulary by using Word Wall media, there were eleven questions that the researcher gave to the teacher (see appendix 4C). The first point of interview was to know the teacher's problem during the process while applying Word Wall media consisted of eight questions. The second point of interview was to know the process of Word Wall media during teaching process in the class which consisted of three questions. It can be seen in the dialogue below:

a) First Interview

In the first meeting, the researcher conducted the interview on, April 20th 2018 at 09.00 am. The teacher was given eleven questions by the researcher about teacher's problem and the process in teaching vocabulary by using Word Wall media in class. The data interview can be seen in the dialogue in the appendix 4C on page126.

From the first interview it can be found that the teacher get some problems in teaching vocabulary like did not use standard textbook so the teacher must find in internet the material and it make difficult to find the material that appropriate to the students level. Finally the students difficult to remember the words that they have to draws and answer by the teammates. Some students guess the words that they did not know in

bahasa. Then, the students looked happy and excited in class activity through Word Wall media but it made the class noisy and made teacher cannot handle the students.

b) Second Interview

In the second meeting, the researcher conducted the interview on April 23rd 2018 at 11.00 am. There were eleven questions from the researcher that gave to the teacher about teacher's problem and the process in teaching vocabulary by using Word Wall Media in class. The data interview can be seen in the dialogue in the appendix 4D on page 128. Then the result of that interview is almost same with the first interview but there are some answer not same, it will made the answer not valid and must to reduce.

c) The Result of Teacher Interview

From the result of the interview data above, it can be concluded that the researcher found some of teacher's answer were not same. The data teacher's answer in the first interview and second interview which were not consistent. The detailed description data interview to reduce will be described as follow:

Question's Number	The First Answer	The Second Answer
2. Can you control the class when you teaching vocabulary?	I get difficulties in controlling the class because some of the students were busy with their activity like chatting and it made the class become noisy	First I reprimand those who enjoy chatting with his friends, for a moment they would be silent but soon they were noisy again and sometimes I let it."
9. Do you find difficulties in teaching vocabulary through Word Wall media?	I get difficulty when asked the students to come in front of the class, because not all the students were confident. Sometimes the teacher also had difficulty in helping the students to remember the words that they were forgot by giving a clue or something else.	Yes, of course. When taught vocabulary, sometimes I found difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning English especially mastery vocabulary
10. In your opinion, what are the difficulties faced by students in learning vocabulary through Word Wall media?	The students difficult to remember the words that they have to draws and answer by the teammates. Some students guess the words that they did not know in bahasa	The students still felt shy and not confident. Sometimes when students to speak up students ask usually feel embarrassed and often ask for his or her first friend to speak. Because they did not have many vocabularies and some of them were afraid to pronounce the English words

From the interview data, the researcher concluded that teacher's answer of the first and second interview in question of number 2, 9, 10 was not consistent, that is why the researcher needs to omit or reduce the data.

3) Interview Data For Students

a) First Interview

In the first meeting, the researcher conducted the interview after observation on April 20th, 2018 at 09.30 Am (see appendix 4F). The result of the first students' interview it can be found that the students get some problems in learning vocabulary.

Table 5
The result of the first interview of the students

No	Interview Question	Students Answer	Respondents	Total
1	What do you think about learning English?	Bored	5, 11,	20
		Difficult	3, 6, 10, 14, 20	
		difficult to speaking	1	
		difficult to understand	13, 15, 19	
		difficult, don't know the meaning	2	
		I did not understand.	12, 17,	
		sometimes easy sometime difficult	16, 18,	
		Just ordinary.	8	
		I like it.	7	
		I am enjoy learning English	4, 9,	
2	What is your problem in learning vocabulary?	always memorize the words	1,	22
		I don't know the meaning and difficult to speaking	2, 7, 15,	
		I cannot speaking English	3, 6, 16,	
		Nothing	4,	
		Difficult to learn it.	5, 17,	
		do not know language English of something	8, 10,	
		difficult, lazy to memorize	11,	
		I lack of vocabulary	12, 13, 14, 18, 19, 20	
		I am ashamed to speaking.	9,	
3	Do you find difficulties in spelling vocabulary?	yes, I do	1, 2, 7, 8, 9, 10, 11, 16, 18, 19, 20	20
		yes of course	3, 5, 6, 13, 15	
		just a little bit	4,	
		I felt difficult to spelling.	12, 17	
4	Do you feel difficult in pronounce vocabulary?	yes, I do	1, 2, 5, 7, 8, 9, 10, 11, 15, 16, 18, 19, 20	20
		yes of course	3, 6,	
		just a little bit	4,	
		I felt difficult to pronounce the word.	12, 13, 14, 17	
5	Do you memorize the vocabularies that have been learnt?	no, I did not	1, 5, 6, 11,	19
		not sure	2, 12, 19	
		just a little bit.	3, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18, 20	
		yes of course	4,	
6	It's easier to learn vocabulary using word wall media or	just a little bit.	1,	20
		did not too influential.	2, 4, 5	
		yes, easier using word wall	3, 7, 8, 10, 13, 14,	

	not?		15, 16, 17, 18, 19, 20	
		I do not know.	6,	
		no, I don't	9, 11,	
		no, I felt ashamed.	12,	
7	It's easier to know the meaning of vocabulary using word wall media or not?	yes I do	2, 7, 9, 10, 13,14	20
		yes, if there are the picture.	1,	
		easier using word wall	3, 8, 15, 16, 17, 18, 19, 20	
		did not too influential.	4, 5,	
		I do not know.	6,	
		No I am confuses	11,	
		yes, that more effective	12	
8	Do you felt easier to pronounce or spell vocabulary in picture/written that had stick on the wall?	not sure.	2, 3, 10	20
		of course.	1, 4,	
		did not too influential.	5, 6,	
		yes that I like.	7, 13, 14,	
		yes, it will make me more fast in memorize	8, 15, 16, 17, 18, 19, 20	
		no, I felt ashamed.	9,	
		No, Noisy	11,	
		No I am still felt difficult to pronounce the word	12,	

b) Second Interview

In the second meeting, the researcher conducted the interview after doing observation on April 23rd, 2018 at 11.30 am (see appendix 4G). The result students' interview can be seen in the appendix 4G.

From the result of interview data to the student above, the researcher found that there were some of students' answers did not consistent. The data of the first interview and the second interview of students which were not consistent were omitted. Here were the data which reduced by the researcher:

- Interview number 6: It's easier to learn vocabulary using word wall media or not?

Explanation: in the interview number 6, the respondent 1 answer for the first interview no easier using word wall but in the second interview respondent 1 had different answer. In the second interview respondent 1 answer that word wall media can help their learning English. Next respondent 2 answer for the first interview cannot help them to learning English but in the second interview respondent 2 answer that word wall media did not too influential in make easier learning English. Then the third respondent answer in the first interview "did not too influential using word wall" but in the second interview answer "easier using word wall media".

- Interview number 7 : It's easier to know the meaning of vocabulary using word wall media or not?

Explanation : The respondent 1 answer for the first interview less easy to know the meaning of vocabulary using word wall media but in the second interview respondent 1 had different answer. In the second interview respondent 1 answer that can made easier to learning using picture.

Furthermore, in the second interview respondent 3 had different answer. In the first interview answer did not too influential using word wall media or not to know the meaning of vocabulary but in the second interview respondent 3 answer that easier using word wall media.

- Interview number 8 : Do you feel easier to pronounce or spell vocabulary in picture/written that had stick on the wall?

Explanation : the respondent 1 answer easier to pronounce or spell vocabulary in picture/written that had stick on the wall but in the second interview answer that word wall media just less help to pronounce or spell vocabulary in picture/written that had stick on the wall.

b. Triangulation of Method

In triangulation method at least there were two methods or more to collect the data. In this case to convey the process of teaching vocabulary using Word Wall Media the research used observation instrument. Moreover, to convey the teacher's problem in teaching vocabulary using Word Wall Media the researcher used observation and interview to the teacher and some students.

1) Data of process teaching vocabulary using Word Wall Media

a) First meeting

In the first meeting, the researcher conducted observation on 20th April 2018 at SDN 3 Gunung Raya Ranau South Sumatera, at 08.00 until 9.30 o'clock. Before the process of teaching vocabulary was begun, the teacher had prepared material and started the class by greeting and checking students' attendance list. Firstly, the teacher reviewed previous lesson and built students' knowledge about the lesson. After the teacher reviewed the

last lesson, the teacher delivered the material and asked something about descriptive text, especially about *“Animals and Around us and Around us”* and gave some examples. Then, the teacher introduced Word Wall Media by discussing material that related to *“Animals and Around us and Around us”*. Then teacher asked one student to come out in the front of the class to choose words and pictures and stick the word on the Word Wall media. Then, the teacher asks them to looking for the meaning word of dictionary. After they get the meaning word, they stick paper on the word wall media, and after all the paper stuck they write all the work on the word wall media. After that the teacher read the word loudly and asked the students to repeat what she read. The students looked interested in teaching and learning process. The teacher asked the student to repeat the words together. Then, the teacher gave chance to the students to ask if they had difficulties and the teacher asked the student to memorize the words. The teacher evaluated the students’ respond in teaching and learning with ask the students randomly the meaning of the words. The teacher continued this manner until some students can mastery the words. Finally, the teacher gave motivation to the students to learn deeply because for the next meeting they would learn it again and closed the lesson.

b) Second Meeting

In the second meeting on April, 23rd, 2018 in SDN 3 Gunung Raya Ranau South Sumatera, at 10.00 until 11.30 o'clock. Before the process of teaching vocabulary was begun, the teacher prepared material and started the class by greeting and checking students' attendance list. In this meeting, teaching activities almost same as the first meeting, but in this meeting the teacher tried to change the activities in order to create a variation in teaching process. The material was "*Animals and Around us*". Firstly, the teacher started by reviewing the students' comprehension of the last material. After that, the teacher did brainstorming to students and asked something about their favorite Animals and Around us by using some pictures as the example. Then, the teacher introduced Word Wall media by discussing material that related to "*Animals and Around us*." The teacher sticks the paper words consisted of nouns on the wall. Then teacher asked one student to come out in the front of the class to read the words on the walls and made another student repeat together and repeat with other students. After that, the teacher asked the student to memorize the words. The teacher continued this manner until some students can mastery the words. Finally, the teacher made conclusion and gave feedback for students. Then, closed the lesson.

From the data of observation above, it can be concluded that the data of first observation and the second observation were different. In the first meeting teacher did not asked one student to come out in the front of the class. As the result, the students felt hard to memorize the words because some of them have lack of vocabulary knowledge and also the teacher did not clarify about the time allocation to memorize words. Therefore, the class cannot be handled. In the second meeting the teacher asked one student to come out in the front of the class that consisted of the material about how to mastery the vocabulary and also the teacher clarified the time allocation. In this section, by asked one student to come out in the front of the class that consisted of the material about how to mastery the vocabulary, the result showed that the students more easily to mastery the vocabulary and did not confuse any more. Based on different steps in the first meeting and the second meeting it showed that there are inconsistent data. That was the way the researcher wanted to omit or reduced the data.

2) Data teacher's problem in teaching vocabulary using Word Wall Media

In this case, to found inconsistent data about teacher's problem the researcher would compare the data of observation about teacher problem with the data of interview with the teacher. Based on the data observation about teacher's problem the researcher found that the teacher in teaching vocabulary using Word Wall Media felt difficult if students were unable to understand memorization a words based on their knowledge and applied in

English skill, but based on the data first and second interview based on the question number 2 in the first interview the teacher said that *“I get the difficulties in controlling the class because some of the students were busy with their activity like chatting and it made the class become noisy.”*. But in the second interview the teacher had different answer. The teacher said that *“First I reprimand those who enjoy chatting with his friends, for a moment they would be silent but soon they were noisy again and sometimes I let it.”* Thus, when the researcher observed the process of teaching vocabulary using Word Wall Media the researcher did not found that the teacher just let it the students who's made noisy.

Based on the data observation about teacher's difficulties the researcher found that the teacher in teaching vocabulary using Word Wall Media. Moreover, in the first data of interview in the question number 9 the teacher's answer that *“I get difficulty when asked the students to come in front of the class, because not all the students were confident. Sometimes the teacher also had difficulty in helping the students to remember the words that they were forgot by giving a clue or something else.”*. But in the second interview the teacher had different answer. The teacher said that *“Yes, of course. When taught vocabulary, sometimes I found difficulties in asking students to present in front of the class because some students were not confident and also lack motivation in learning, because some students who were less interested in learning*

English especially mastery vocabulary". But when the researcher observed the process of teaching vocabulary using Word Wall Media the researcher found that the students look enjoyed and interested follow the process of teaching learning vocabulary through Word Wall media.

Besides, another problem that faced by the teacher in teaching vocabulary using Word Wall Media based on the data observation the researcher found that the student's difficulties in learning vocabulary through Word Wall media. But in the first data of interview in number 8 the teacher said that *"The students difficult to remember the words that they have to draws and answer by the teammates. Some students guess the words that they did not know in bahasa"*. But in second interview the teacher had different answer. The teacher said that *"The students still felt shy and not confident. Sometimes when students to speak up students ask usually feel embarrassed and often ask for his or her first friend to speak. Because they did not have many vocabularies and some of them were afraid to pronounce the English words"*. It showed from the observation that the researcher did not found the student afraid and shy to speak.

From those explanations of teacher's problems, it can be inferred that the researcher found other problems in teaching vocabulary by using Word Wall Media based on the first until second data of interview in the question number 4 and 6 the answer was same . The researcher found that the teacher did not repeated the words in order to make students cannot memorize the

words they have learned and vocabulary teaching did not distinguish common word from uncommon word. Thus, the researcher found that the teacher felt difficult in asking students to speaking in front of the class. Furthermore, the researcher concluded that there were some of the data of interview need to reduce because there were inconsistent data and not appropriate with the data observation about teacher problem.

3) Data students' problem in Learning vocabulary using Word Wall Media

Interview for students was made to support the data from observation and the interview for the teacher. The Interview for students consisted of eight questions (see appendix 4 A). Through this instrument the researcher could identify the students' problems. Interview for students was given to the whole students of V grade which was consisted of 27 students. The interview was distributed to the students by taking fifteen minutes after study time in the classroom. Here were the students' answers of Interview. (See appendix 7A for detail)

No	Question	Answer
1	What do you think about learning English?	I felt English was difficult to understand, bored, sometimes felt difficult sometime enjoy.

The data above showed that the students think about learning English, because they English was difficult to understand so, they felt bored and did not enjoy the teaching learning.

No	Question	Answer
2	What is your problem in learning vocabulary?	I lack of vocabulary, less mastering of vocabulary, I cannot language English.

The data above showed that the students' problem in learning vocabulary, It means that caused about students' mother tongue used, because they felt difficult to pronounce and accustomed to use Indonesian language in the class, they were less mastering of vocabulary.

No	Question	Answer
3	Do you find difficulties in spelling vocabulary?	Yes, I do, I felt difficult to spelling.

The data above showed that the students find difficulties in spelling vocabulary, there still using their mother tongue so it make they difficult to spelling vocabulary.

No	Question	Answer
4	Do you feel difficult in pronounce vocabulary?	Yes, I do, I felt difficult to spelling.

The data above showed that the students felt difficult in pronounce vocabulary, because they lack confidence and fear wrong when speak up using a foreign language, they felt shy to speak up, they felt difficult to pronoun the word in a foreign language, they were had lack of

vocabulary. It means that caused of students inhibited to say something in a foreign language, because they were lack confidence, fear making mistakes when speak up using a foreign language, felt shy to speak up, felt difficult to pronoun the word in a foreign language and lack of vocabulary.

No	Question	Answer
5	Do you memorize the vocabularies that have been learnt?	No, I am difficult to memorize, just a little bit, not too much.

The data above showed that the students difficult to memorize the vocabularies that have been learnt, because they still had difficulties in spelling and pronounce the vocabulary that gives the effect in memorize vocabulary.

No	Question	Answer
6	It is easier to learn vocabulary using word wall media or not?	Easier by using word wall but the I felt fear and embarrassed to speak up in front of the class

The data above showed that the students felt easier to learn vocabulary using word wall media, but sometimes they did not confidence and fear wrong when speak up using a foreign language in front of the class, they felt shy to speak up, they felt difficult to pronoun the word in a foreign language, they were had lack of vocabulary.

No	Question	Answer
7	It is easier to know the meaning of vocabulary using word wall media or not?	Easier by using word wall

The data above showed that the students felt easier to know the meaning of vocabulary using word wall media because they hear, speak and practice in same time and make they easier know the meaning of the word.

No	Question	Answer
8	Do you feel to pronounce or spell vocabulary in picture/written that had stick on the wall?	Easier by using word wall, enjoy and make enthusiastic but sometime the class over crowded so make the class not conducive.

The data above showed that the students felt easier to pronounce or spell vocabulary in picture/written that had stick on the wall because they hear, speak and practice in same time so, it make their learn more to speak up and memorize the vocabulary.

2. Data Display

Data display is the second step in model of qualitative data analysis in Miles and Huberman. Data display can be extended in type of matrices, graphs, chart, and table of matrix that provides to arranging thinking about the more contextually embedded data. This step analyzed data had been reduced in data reduction and displayed in the form of table. Thus, the analysis was done based on data collected by each instrument.

a. Observation Report

Based on the data showed in the data reduction, in this part the data were identified and displayed for the two meetings. Here is displayed the result of observation sheet from data displayed in teaching process that can be seen on the next page.

1) The First Meeting

The observation consists of three points. The first point was while activity that consisted of eight points of observation that were investigated whether the application of the eight steps applied by the teacher or not. According to Latief, there are eight steps in teaching and learning vocabulary through Word Wall media.

Table 6
The Application of Word Wall media

Steps	Checklist		Notes
	Yes	No	
Understanding the curriculum of the school that is used for the school in the first semester 2017/2018.	✓		The teacher understood well the curriculum of the school that is used for the school in the first semester 2017/2018.
Make lesson planning based on the curriculum, and arrange material of lesson planning and it should based on the teaching of vocabulary.	✓		The teacher has lesson plan that's appropriate with the curriculum.
Make pre material or pre test.	✓		The teacher prepares well the material and all of the media that needs.
Arrange the post test to know the increased of the result study after they studied through material.	✓		The teacher has made the assignment for students.

The first meeting, the teacher explain about the media, how to work or used it. The teacher gives material or text and asks the students to list vocabulary noun and verb according text.	✓		The teacher explains well the material (especially noun) and how to use the word wall media.
The teacher give paper for each students and ask them write noun and verb they have get from the text.	✓		Then teacher asked one student to come out in the front of the class to choose words and pictures and stick the word or picture on the Word Wall media. Without give the text.
The teacher asks them to looking for the meaning word of dictionary.	✓		The teacher asks them to looking for the meaning of the words in the dictionary.
After they get the meaning word, they stick paper on the word wall media, and after all the paper stuck they write all the work on the word wall media.	✓		The teacher asks the students to stick paper that had words and they had known the meaning of the words on the word wall media.

After that the second point of the observation was to know the problem that was faced by teacher in the class activity. After the researcher observed the class activity, the researcher found that, the teacher could not control the class well because some of the students busy with their own activities, chatting with their friends and disturbed their friends. The teacher prepared the material from another sources such as internet because the teacher did not use sub-standard book. The last the teacher did not over modify the procedure. The data of the second point of the observation can be shown as follows:

Table 7
The Data of the Problem Faced by the Teacher in the First Meeting

No	Aspects	Explanation
1	The teacher controls the class well	In the first meeting the teacher got difficulties in controlling the class because some of the students were busy with their own activities like chatting and disturbed other students.
2	The teacher applies all steps of procedure of Word Wall media.	The teacher followed all the procedures of Word Wall media.
3	The teacher uses standard book	Because the teacher prepared the material from another sources such as internet, the teacher did not use standard book.
4	Lack of competent teacher	The teacher is competent, because the teacher use game and media like Word Wall media to teach vocabulary for the students.
5	Inadequate provision of teaching aids	The schools supply the media to teaching and learning process.
6	The teacher modifies the technique or procedures.	The teacher did not modify the technique or procedures.

The last observation was students' problem that consists of two points. The first was about the students' understanding of the meaning of words. The researcher noted that the students' understanding of the meaning of the words was still low. The second was about the students' pronunciation of the words. The researcher noted that some of the students had difficulty in pronouncing the words. The data of the third point of observation can be shown as follows:

Table 8
The Data of Problems Faced by the Students in the First Meeting

No	Aspects	Explanation
1	The students get interested to the lesson.	In this step some of the students paid attention while others did not care because they were busy with their activities like chatting and disturbed their friends.
2	The students acquire new vocabulary.	Some of the students were still lack in vocabulary. They just learned new vocabulary from the lesson that was given by the teacher during the classroom activity.
3	The students understand the meaning of words that they say.	The students' understanding of the meaning of words was still low.
4	The students pronounce the words well	Some of the students had difficulties in pronouncing the words.
5	Do the students have difficulty in spelling?	The students know how to spelling the words.
6	Do the students have difficulty with long words and complex words?	The students did not have any difficulty with this, because the words were short.

2) The Second Meeting

In the second meeting, the observation was same with the first meeting that consisted of three points. In this meeting the researcher noted that the teacher tried to change the activities in order to create a variation in teaching process, the explanation of the application of eight steps can be seen in the table below:

Table 9
The Application of Eight Steps in the Second Meeting

Steps	Checklist		Notes
	Yes	No	
Understanding the curriculum of the school that is used for the school in the first semester 2017/2018.	✓		It can be seen from the observation of the researcher, researcher observe that the teacher had applied that the material based on the syllabus that was appropriate with the curriculum that was used for the school was KTSP.
Make lesson planning based on the curriculum, and arrange material of lesson planning and it should based on the teaching of vocabulary.	✓		The teacher has lesson plan that appropriate with the curriculum.
Make pre material or pre test.	✓		The teacher prepares well the material and all of the media that was needed for teaching and learning process. It can be seen on (Appendix 5A)
Arrange the post test to know the increased of the result study after they studied through material.	✓		The teacher has made the assignment for students.
The second meeting, the teacher explain about the media, how to work or used it. The teacher gives material or text and asks the students to list vocabulary noun and verb according text.	✓		Firstly, the teacher started by reviewing the students' comprehension of the last material. After that, the teacher did brainstorming to students and asked something about their favorite Animals and Around us by using some pictures as the example. Then, the teacher introduced Word Wall media by discussing material that related to the material.
The teacher gives paper for each students and ask them write noun and verb they have gotten from the text.		✓	The teacher did not give paper for each student and ask them write noun they have gotten from the descriptive text.
The teacher asks them to look for the meaning word of dictionary.		✓	The teacher did not ask them to look for the meaning of the words in the dictionary.

After they get the meaning word, they stick paper on the word wall media, and after all the paper stuck they write all the work on the word wall media.		✓	The teacher sticks the paper words consisted of nouns on the wall. (The words are that had learned in the first meeting). Then teacher asked one student to come out in the front of the class to read the words on the walls and made another student repeat together and repeat with other students. After that, the teacher asked the student to memorize the words.
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The second point of the observation was to know the problem that was faced by teacher in the class activity. In this meeting, the researcher found that the teacher faced some difficulties in teaching vocabulary through Word Wall media. The difficulties that were faced by the teacher were the teacher cannot control the class well because some of the students busy with their own activity, chatting with their friends and disturbed their friends. The teacher prepared the material from another sources such as internet because the teacher did not use sub-standard book. The last the teacher did not over modify the procedure. The data of the second point of the observation can be shown as follows:

Table 10
The Data of the Problem Faced by the Teacher in the Second Meeting

No	Aspects	Explanation
1	The teacher controls the class well	In the first meeting the teacher got difficulties in controlling the class because some of the students were busy with their own activities like chatting and disturbed other students.
2	The teacher applies all steps of procedure of Word Wall media.	The teacher followed all the procedures of word wall media, but in the application of using word wall media the teacher cannot handle the class because the situation of the class so noisy.
3	The teacher use standard book	Because the teacher prepared the material from another sources such as internet, the teacher did not use standard book.
4	Lack of competent teacher	The teacher was competent in teaching word wall media, she had applied all the steps of word wall media well
5	Inadequate provision of teaching aids	the school didnt supply the media of word wall but the teacher who had supply all of the media, that was used for teachin and learning process.
6	The teacher modifies the technique or procedures.	the teacher had modified the procedure that can be seen on page 58 in the first paragraph.

The last observation was students' problem that consists of two points. In this meeting, the researcher found some problems that were faced by the students. The problems that was faced by the students were the students' understanding of meaning of the word, the students was lack of vocabulary, and the students had difficulty in pronouncing the words. The data of the third point of observation can be shown as follow:

Table 11
The Data of Problems Faced by the Students in the Second Meeting

No	Aspects	Explanation
1	The students interest to the lesson.	In this step some of the students paid attention while others did not care because they were busy with their activities like chatting and disturbed their friends.
2	The students acquire new vocabulary.	Some of the students were still lack in vocabulary. They just learned new vocabulary from the lesson that was given by the teacher during the classroom activity.
3	The students understand the meaning of words that they say.	The students' understanding of the meaning of words was still low.
4	The students pronounce the words well	Some of the students had difficulties in pronouncing the words.
5	Do the students have difficulty in spelling?	The students did not know how to spelling the words.
6	Do the students have difficulty with long words and complex words?	The students did not have any difficulty with this, because the words were short.

By considering the data gained before, it could be concluded that the process of teaching and learning vocabulary through Word Wall media at SDN 3 Gunung Raya Ranau South Sumatera from first meeting until second meeting did not run effectively. The students could follow the lesson and understood the material even though there was a problem faced by the teacher and the students. In both of meeting the teacher followed all the steps of Word Wall media.

b. Teacher's Problem in Teaching Vocabulary through Word Wall media

Based on the data showing in the data reduction, this part of the data were going to be identified and displayed the result of teacher's problem in teaching and learning vocabulary through Word Wall media based on the result of

observation for the two meeting and interview asked to the teacher and some students. The interview was given to the teacher to know the problems that were faced by the teacher in teaching and learning vocabulary through Word Wall media. There were the problems faced by the teacher.

- 1) The teacher had difficulties to help the students in remembering the words that they forgot.
- 2) The teacher had difficulties to handle the students activities, because some students were busy with their own activity like chatting and it made the class noisy.
- 3) The teacher had difficulties in teaching because the students were shy and afraid to make mistake.

c. Students' Problem in Learning Vocabulary through Word Wall media

Based on the data showing in the data reduction, this part of the data were going to be identified and displayed the result of students' problem in learning vocabulary through Word Wall media. The interview was given to the students to know the problem faced by them. There were the problems faced by the students.

- 1) The researchers were noted that the students did not feel confidence because some students still shy to sing the song loudly.

- 2) The students felt difficulties to pronounce the word and worried about making mistakes in pronounce.
- 3) The students felt difficulties to memorize the meaning of the word.

3. Conclusion Drawing/ Verification

The last type of data analysis is conclusion drawing or verification. Conclusion drawing or verification is beginning to decided what things mean- is noting regularities, patterns, explanation, possible configurations, causal flows, and propositions. Conclusion drawing is also verified as the analyst proceeds. It means that, conclusion drawing involved stepping back to consider what analyzed the data mean and to assess their implication for the question at hand and verification refer to the process, which was able to explain the answer of research question and research objective. In this case, the researcher was going to be discussed the result deeply in order to make finding of this research and the discussion were divided into two main points; the process of teaching vocabulary using Word Wall Media and the teacher's problem in teaching vocabulary using Word Wall Media. The researcher concluded that the problem as follows:

- a. The teacher can run the entire step in teaching vocabulary, it means that the teacher had competence but she still had difficulties in teaching vocabulary through word wall media.

- b. The teacher cannot control the class so the class is noisy classes and the second there was no good textbook for teaching and learning process.
- c. The teacher did not always repeat the words when teaching process English.
- d. The teacher did not clarify the allocation of time to play Word Wall Media in teaching process.
- e. The students had difficulties in memorizing the meaning of words and pronouncing the words.
- f. The students also looked enthusiast to come in front of the class but that is making the class noisy and not conducive.

C. Discussion of Finding

In this part, the researcher would like to discuss the research finding on the process of teaching vocabulary using Word Wall Media and teachers' problems in teaching vocabulary using Word Wall Media of V grade at SDN 3 Gunung Raya Ranau South Sumatera.

Besides, the process of teaching and learning, the researcher discussed the teachers' problems and the students' problems in teaching and learning vocabulary by using word wall media. This research was produced by the participants of the research; they were English teacher and the students of V grade at SDN 3 Gunung Raya Ranau South Sumatera in the academic year of 2017/2018 that had been observed.

1. Process of Teaching Vocabulary Using Word Wall Media

Teaching vocabulary by using Word Wall Media was assume that this media less able to help the teacher to teach vocabulary. But in this research the process teaching vocabulary by using Word Wall Media was still not effective and not maximal enough. This research employed an observation to know the process of teaching vocabulary using Word Wall Media. The observation conducted in two meetings. Based on the notes which were taken by the researcher, As the Latief's statement, there are eight steps in teaching vocabulary using word wall media.

The researcher employed an observation to know how is the process of teaching learning vocabulary through Word Wall media and the problems that may raise in the process of teaching and learning. Most of the students looked active in the teaching and learning process. This research was conducted twice including observing the teaching process, interviewing English teacher and all of the students in order to know the problems faced by them. From the data gained through observation, the researcher assumed that the teaching and learning process especially in vocabulary through Word Wall Media did not run effectively. Because there were many difficulties faced by teacher and her students, it did not give the big influence for teaching and learning process. According to Latief, there are eight steps in teaching vocabulary through Word Wall media, the researcher noted that the entire steps were done by the

teacher. In the first meeting and second meeting the teacher run the steps based on Latief. The students looked active in teaching and learning process.

From the explanation above, the researcher assumed that the teaching vocabulary using Word Wall Media of fifth grade at SDN 3 Gunung Raya Ranau South Sumatera was still less effective and maximal because there are some problems that related with the theory that appeared in this case was, noisy classes and did not available of textbook. The teacher cannot handle the class well, because some of the students were busy with their own activity like chatting and it made the class became noisy and the teacher did not use sub standart textbook. The researcher also concluded that from the observtion activity there was no problem appeared, because the teacher can run all the step but the process of teaching learning can run it well because the students noisy. (See the appendix 4a on page 117 and appendix 4b on page 120).

2. Teacher's Problem in Teaching Vocabulary Using Word Wall Media

The teacher can run the entire step in teaching vocabulary, it means that the teacher had competence but she still had difficulties in teaching vocabulary through Word Wall Media.

Based on the result of interview and observation, it can be concluded that there were two problems that was faced by the teacher that related with the theory that appeared in this case were, noisy classes and there was no a

good textbook. The teacher cannot handle the class well, because some of the students were busy with their own activity like chatting, and when the teacher asked the students to come in front of the class all of the students want to come and read the word in front of the class and it made the class become noisy and made the teacher difficult to handle the class.

Then teacher did not use sub standard textbook for teaching and learning process. From the observation activity, the researcher also concluded that in both meeting the teacher followed all the steps of word wall; it means that the teacher has good competence.

3. Students' Problems in Learning Vocabulary through Word Wall media

The researcher employed interview to know the students' problem in learning vocabulary through Word Wall media. Based on the result of interview the students, the problems related with the theory were difficult in speaking and memorizing the words. The students had difficulties to speak up and to memorize the meaning of the words.

Based on the observation, the researcher found some problems during the implementation of Word Wall media in teaching and learning vocabulary some students were parroting teacher aloud, so it seemed crowded and disturbed other students and the students felt difficult to pronounce the words.

It happened because of many reasons such as their mother tongue and not yet accustomed with language English. After the teacher gave the interview to the students, the researcher concluded that there were two problems faced by the students related to the theory and two problems faced by the students in learning activity in the classroom. There were pronunciation and meaning the words.



CHAPTER V

CONCLUSION AND SUGGESTION

In this stage is final of a research, after collecting and analyzing the data there were some conclusions and suggestions in teaching vocabulary using Word Wall media.

A. Conclusion

Based on the data analysis it can be concluded that:

1. Teaching learning process was finished in two meetings, the situation and condition of classroom in teaching and learning vocabulary through word wall media were the students looked active in learning vocabulary through word wall media, but sometime the class was noisy in learning vocabulary through word wall media.
2. The teachers' problems in teaching vocabulary through Word Wall media were the teacher got the difficulties to handle the class because some students were busy with their activity like chatting and it made the class became noisy.
3. The students' problems of in the process of learning vocabulary through Word Wall Media were difficult to understand the meaning of words, and memorize the words.

B. Suggestions

Considering the result of the research, the researcher would like to deliver some suggestions as follows:

1. Suggestions for the Teacher

- a. Word wall as an alternative media of the teaching process is a good way to be applied in the fifth grade to improve students' vocabulary, since the students not only translate many words but also making the more understand and active in learning process.
- b. The teacher should be able to choose the appropriate technique or media according to the skill and materials that are going to teach the students for make an interesting and enjoyable situation in teaching and learning process.
- c. The teacher should find the way that can handle the class to make a joy situation in the class and can motivate students to be focus and more active in the class.

2. Suggestions for the Students

- a. The students should learn harder and more seriously in learning English in order to develop and increase their ability.
- b. The students should practice to use English in their daily activity.

- c. The students should not be lazy to open the dictionary when they hard to get the meaning of words because it can be a good habit when they want to try practice harder.

4. Suggestion for the next Researchers

For the next researchers, they can enrich and improve the study about teaching vocabulary with a new media or new innovation and hopefully this research could be a reference.



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